



HB newsletter: Summer 1 Wk 5



Harper Bell
Seventh-day Adventist
Primary School

Dear Parents and Carers,

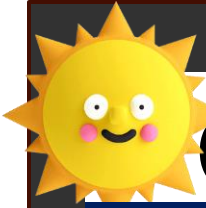
As we come to the end of another busy and successful week, I would like to extend a huge congratulations to our Year 6 pupils for the determination, resilience and positive attitude they have shown during and in the lead up to their SATs assessments. They have approached the week with maturity and confidence; we are incredibly proud of the effort each child has made.

We now look ahead to the upcoming Phonics Screening Check for our KS1 children and the Multiplication Tables Check for Year 4 pupils. We know the children will continue to approach these opportunities with enthusiasm and will do their very best.

Thank you to all parents and carers for your continued support at home. Your encouragement and partnership make a tremendous difference to the children's confidence and success. Finally, thank you to all of our pupils for their ongoing hard work, commitment and positivity throughout the term. It is wonderful to see so many children striving to do their best every day.

Mrs Susan Sidhu





Curriculum in action: Reception



Harper Bell
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Primary School

12 34 Maths: In maths, we explored sharing and grouping amounts between pots. We understood that some amounts cannot be shared equally and these were called 'odd' numbers. Even numbers can be shared equally.

Writing: We have been practising our tricky words and have been spelling them daily. We are holding and writing our own sentences and writing facts about minibeasts.

Science: Science: We observed the live metamorphosis of a butterfly and discussed some of the things we need to do to care for them. We continued to care and nurture for our radish plants, which have grown beautifully already!

Art: We junk modelled minibeasts independently and used various resources of our own choice to complete this. We used tools effectively and with a purpose in mind.



11.05.26
Nectar: Is sugar
and water.
They eat oranges,
bananas, apples
They have to be nice
and warm 12°C or above



Curriculum in action: Year 1



Harper Bell
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12 Maths: In maths, year 1 have worked hard at identifying half and a quarter of a shape and quantities. We will continue to practise this next week and for homework.

📄 Writing: We wrote what our character Fatou would add as gifts to her bucket, instead of water. Fatou is a little girl who lives in a village in Ghana. This helped us understand what life is like in village

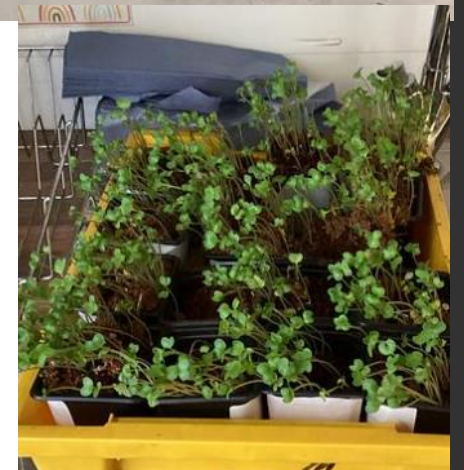
🌍 Geography: We looked at Shanghai and compared it to the UK. We discussed physical and human features for both. We looked at Shanghai on the world map.

🧪 Science: We observed the live metamorphosis of a butterfly and discussed some of the things we need to do to care for them. We continued to care and nurture for our radish plants, which have grown beautifully already!

🕌 RE: We discussed some different faiths around the world to prepare for internation celebration week next week.



11.05.26
Nectar: Is sugar
and water.
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bananas apples
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and warm 12°C or above





Curriculum in action: Year 2



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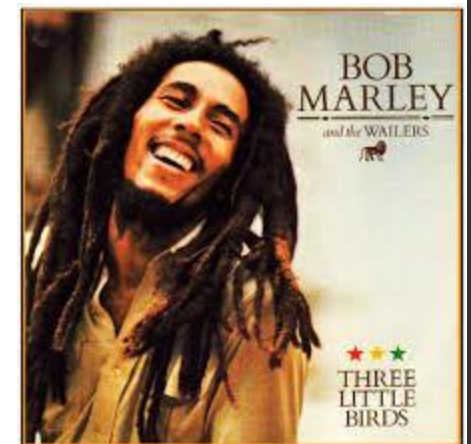


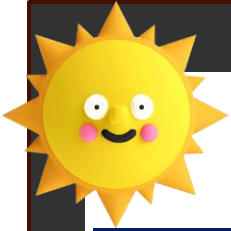
📊 Maths: This week we have finished off the clocks topic in Maths. The children did fantastically in their end of unit quiz. As a class we struggled with 20/25 to the hour so we will have homework on this over the holidays.

📄 Writing: This week the children have drafted, edited and published their independent writes. The children have focused on expanded noun phrases as well as the presentation of their work. The handwriting has improved so much!

💡 Science: This week we have looked at how plants not only help humans by creating oxygen but also by growing foods for humans and animals.

🌍 International Day: The children have been working hard in preparation for international day next week. They have chosen their own songs and have been busy rehearsing songs and dances.





Curriculum in action: Year 3



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🧮 Maths:

This week in Maths, the children continued their learning on mass and capacity. They have been developing their skills in adding and subtracting different volumes, building confidence and accuracy in solving problems. We also had a wonderful Maths workshop with our fantastic parents. The children loved solving problems, completing the 99 Club challenge, practising on TTRS, and playing fun maths games together.

📝 Writing:

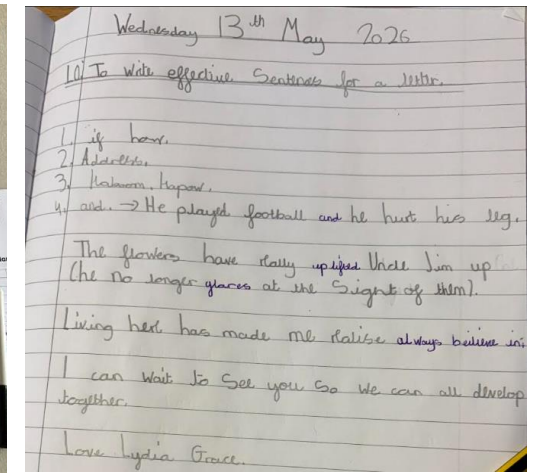
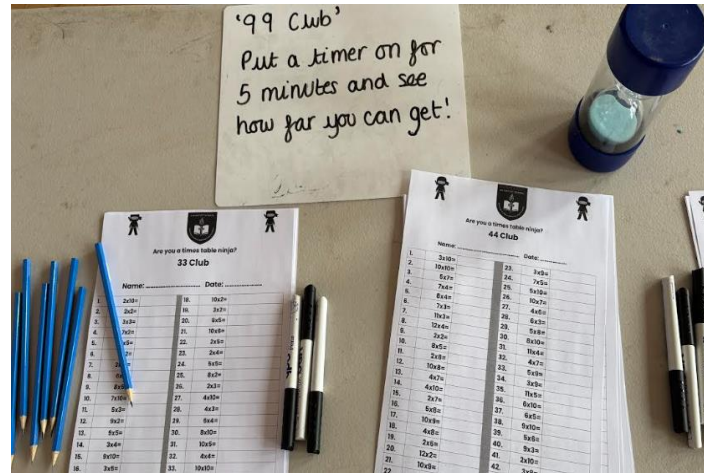
In Writing, the children have continued creating effective sentences for their letters. They focused on improving sentence structure and using appropriate vocabulary to make their writing clear and engaging.

🧘 PSHE:

This week, we took part in a wellbeing PSHE workshop as part of Mental Health Week. The children thoroughly enjoyed the activities and learned valuable ways to support their wellbeing.

🌍 International Day:

The children have had a fantastic time practising their walks for International Day and are very excited to show everything off next week!







Curriculum in action: Year 4




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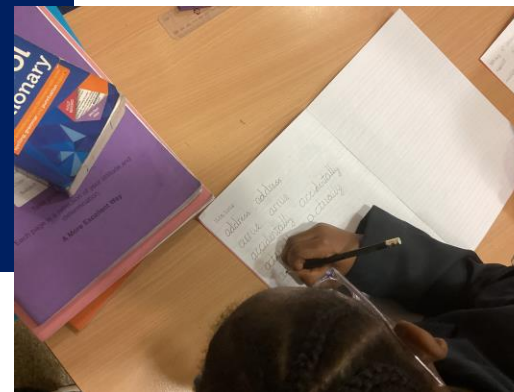


 **Reading:** This week the children have been practicing their comprehension skills. Not only have they been able to successfully determine which skill is needed for a question, they have also been able to write amazing answers.

 **Maths:** The children have been adding to their knowledge of decimals, learning how to identify the place value of a number and use that to compare and order decimal numbers.

 **Writing:** The children have created some amazing noun phrases and emotive adjectives to bring their newspaper reports to life. They have successfully used inverted commas to write their own eyewitness accounts too.

P.E: This week the children were given their own personalised cricket t-shirts from Edgbaston for completing their cricket workshop.





Curriculum in action: Year 5



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12 34 Maths: We have recapped and revised key learning surrounding place value, addition and subtraction to ensure that these skills are consolidated and become secure in our long-term memory.

Reading: We have explored a range of texts, including non-fiction texts, song lyrics and poetry. We have used these texts to practise retrieval and inference skills.

Science: We have continued to learn about forces this week, exploring how particular devices and machinery (such as cranes and gears) use forces to fulfil their function.

Geography: We have continued to expand our knowledge surrounding deserts. We have learned more about the conditions and wildlife within deserts.

1. Why is there sparse plant life in the desert?
Because it gets little rain each year.

2. How have cacti adapted to survive in the desert?
Cacti store water inside their thick stems.

• Green:
1. Why might the forest be described as having "secrets"?
X because in the text it says ~~was~~ "Guarding secrets of these land!" it suggest mystery.

2. Why does the poet say "no footsteps make a sound"?
✓ because the forest is quiet and it might be astro you.

3. Why might someone feel like they are being watched?
Because in the text it says ~~to~~ "it feel scared and the forest is watching" it also creates tension

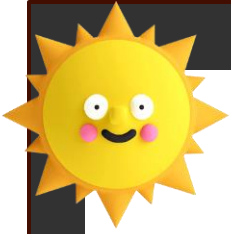
4. How do we know that the forest is alive?
✓ because it says that "no footsteps make a sound"

Hi everyone! I am the great big desert today I'm going to show you a few animals that should be your next holiday!

Number 1: I have so many great animals so I have some great owls and fox with cute little bunnies. I have over 800 types of snakes and at night they find little bugs for food. Bats sleep on trees they eat. First they get the bugs then inject venom in but not hurt they turn the bugs into liquid!


Number 2: Nowadays you can see quite a few rattlesnakes. Here is a fun fact about rattlesnakes. Do you know they are pretty deaf.

Number 3: Golden wheel spider. This thing will roll as you go lower 40 spins per sec. Last but not least if you come you will get a wonderful time at the spa with bubbles every night with eye relaxing, singing around dancing. That's all for now hope I will see you.



Curriculum in action: Year 6



 This week, Year 6 showed fantastic resilience and determination as the children completed their official SATs examinations. We are incredibly proud of the positive attitudes, hard work and perseverance they demonstrated throughout the week.

Alongside the tests, the children also took part in revision activities to help them feel confident and prepared.

A number of pupils represented the class brilliantly by supporting the Year 3 Maths Workshop, showing great maturity and teamwork as they helped younger children with their learning.

Others have been busy rehearsing and preparing their dance performance for next week's International Week celebrations, and we are looking forward to seeing all of their hard work come together.

Well done, Year 6, for another excellent week!





Spiritual thought for the week...



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This week, our key theme has been the theme of *purpose* – thinking about how each person is unique, valued and able to make a positive difference in the world. Pupils have considered their talents, kindness and the ways they can help others both in school and at home.

We encouraged the children to recognise that everyone has a special role to play and that even small acts of care and encouragement can have a big impact on those around us. It has been wonderful to see the children showing confidence, teamwork and compassion throughout the week.



“For we are God’s handiwork, created in Christ Jesus to do good works.”
– Ephesians 2:1

We look forward to continuing to encourage the children to shine brightly in all they do.





Home Learning for Sum 1 Wk 5



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Reception:

Practice spellings Says when, what, there, out, was, you, they.

Practice subtraction and name 3D shapes.

Year 1: This weeks spellings. **our house mouse water want school, call, different, work, oh.**

Practise finding a quarter of a quantity and write a report about the butterflies.

Year 2:

Paper copies sent home of addition and subtraction questions.

Year 3

- Paper copies sent home
- Collinshub book
- TTRS online
- Practise your walk for international day!

Year 4

- Paper copies sent home
- Collinshub book
- TTRS practice
- Spellings

Year 5:

Paper copies sent home:

- Maths: Place Value
- Reading Comprehension
- Spellings

Online arithmetic test:

<https://mathsbot.com/primary/year5#qlaSheet>

Year 6:

No homework this week! Enjoy a restful weekend :)





School Menu...



Harper Bell
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Primary School

WEEK ONE

DINE
Main

Vegetarian

Sides

DINE



Homemade Veg Cheeseburger

Plant Based Spaghetti Bolognaise

Salad or Broccoli

Oaty Biscuit



Veggie Paella

Vegetable Pitta Pocket

Sweetcorn and Peppers

Jam & Coconut Sponge and Custard



Mac 'n' Cheese

Roasted Root Veg Wellington

Roasties and Broccoli

Chocolate Brownie



Vegetable Fingers

Cheese & Tomato Pinwheel

Green Beans

Carrot Cake



Cheese & Tomato Pizza

Veggie Pizza

Chips and Beans

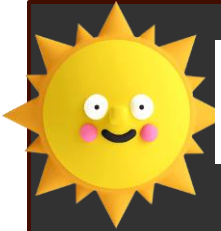
Ice Cream

Jacket Potato with choice of topping

WEEK COMMENCING:
13/04, 04/05, 25/05, 15/06, 06/07,
27/07, 07/09, 28/09, 19/10

Fresh Bread and Salad is available daily with a choice of Yoghurt, Mousse, Jelly or Fruit instead of dessert





School Menu...



Harper Bell
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Primary School

WEEK TWO

DINE

Main

Vegetarian

Sides

DINE



All Day Brunch
With Veggie Sausage

Italian Bruschetta
With Mash

Falafel Pitta

Vegetable Chow Mein

Cheese & Tomato Pizza

Five Bean Chilli
With Rice

Cheese & Potato Pie

Stew & Dumplings

Veggie Pasta Bolognese
With Garlic slice

Veggie Pizza

Peas or Beans

Broccoli or Beans

Roasties and Carrots

Cauliflower or Peppers

Chips and Peas

Jacket Potato with choice of topping

Fruity Flapjack

Chocolate Crunch

Fresh Fruit Salad

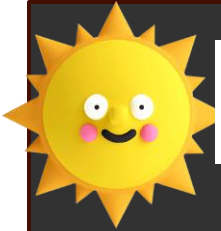
Rainbow Cookie

Ice Cream

WEEK COMMENCING:
20/04, 11/05, 01/06, 22/06, 13/07,
24/08, 14/09, 05/10

Fresh Bread and Salad is available daily with a choice of Yoghurt, Mousse, Jelly or Fruit instead of dessert





School Menu...



Harper Bell
Seventh-day Adventist
Primary School

WEEK THREE

DINE

Main

Vegetarian

Sides

DINE



Cauliflower Cheese
Pasta Bake

Herby Tomato
Pasta Bake

Garlic Slice and
Green Salad

Apple Flapjack



AROUND THE
World

Vegan Mince
Lasagne

Vegetable Curry
With Rice

Carrots and
Sweetcorn

Peach Upside
Down Cake and
Custard



Roast Vegetable
Sausages

Veggie Sheperds
Pie

Roasties, Peas and
Gravy

Summer Fruit &
Yogurt Crunch



Mac 'n' Cheese

Cheese & Tomato
Pinwheel

Broccoli and
Carrots

Chocolate Sponge
& Custard



Italian

Cheese & Tomato
Pizza

Veggie Pizza

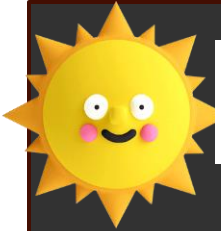
Chips and Beans

Jacket Potato with choice of topping

WEEK COMMENCING:
27/04, 18/05, 08/06, 29/06, 20/07,
31/08, 21/09, 12/10

Fresh Bread and Salad is available daily with a choice of Yoghurt,
Mousse, Jelly or Fruit instead of dessert





Exciting Opportunity



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Primary School

An exciting opportunity has come up for one of our families to win 4 tickets to go to see Solihull Moors FC at a home game of your choice!

Raffle tickets are £1 each, or 7 for £5.

These tickets would usually go for £80-100 in total, so this is a wonderful opportunity to win a fun family day out.

All money raised by this raffle will go towards paying for additional sports equipment for our school.





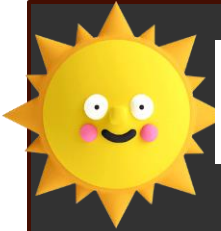
Water Safety



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Primary School

[Water Safety on Holiday | Royal Life Saving Society UK \(RLSS UK \)](#)





Child Safety Week



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Seventh-day Adventist
Primary School

Please see the full resource online: [Family Support | Harper Bell SDA Primary School](#)

Safe around roads

“One act of bad driving robbed the world of a beautiful, intelligent and caring young person. Our lives have been turned upside down by our daughter’s death.”

Bereaved Dad whose daughter was killed in a car accident

It can be hard knowing how best to teach your child to stay safe. Here we help you to break it down and keep it simple.

Pedestrians – younger children

- Get young children into the habit of holding your hand or use walking reins
- Ask questions while you’re out to help them understand simple ideas like ‘fast’ and ‘slow’
- You can start teaching the Green Cross Code from age five, encouraging children to stop, look, listen and think
- But they won’t always remember safety rules, especially if they’re excited or spot a friend across the road
- Children will copy what you do, so try to avoid stepping into the road without checking for traffic first. If you can do the right thing, it will help them get into good habits.



In the car

- Make sure your car seat is the right one for your child’s height and weight and for your car - not all seats fit all cars

Cycling

- Get your child into the habit of wearing their helmet. If you cycle as a family, remember to wear yours too
- Look out for cycle training. Many schools offer courses to help children gain practical skills.

Driving – speed is everything when it comes to a child’s chances of survival. They’re 3.5 times more likely to die if hit by a car doing between 30-40 mph.

- Keep an eye on your speed
- Keep your phone in the glove compartment so it can’t distract you.

Pedestrians – older children

- Children find it difficult judging the speed and distance of traffic until they’re at least eight. Accidents peak around 12, as children start making independent journeys
- Children learn by doing and practising. If they’re moving to a new school, help them practise the route over the holidays. Where are the safe places to cross? What should they do if they see their bus and they’re on the other side of the road?
- They can be mesmerised by their mobiles, so remind them not to talk or text on their phones or listen to music while crossing the road.

Safe from choking

“I always thought choking would have been more obvious. But the silence and the panic in his eyes will stay with me forever.”

A child who’s choking can’t breathe, so there’s no sound to alert you. As scary as this sounds, you can stop this happening. It takes some simple steps.

Why do children choke?

- Children can choke at any age. Young children are at greater risk.
- Their narrow airways are more easily blocked.
- Anything smaller than a 2p can choke them.

Small objects

Babies and toddlers put things in their mouths. It’s how they explore. So they can choke on small objects in their reach:

- Cheap toys can have small parts that come off. Check them over first.
- Use older children’s toys in a specific area and check the floor afterwards. Use a tray underneath to catch small parts, like Lego.
- Don’t let young children blow up balloons and clear away broken pieces.

Baby bottles

Never use a self-feeding baby pillow or prop your baby’s bottle up to feed. They need an adult to help them feed.

First aid

1. Give up to five back blows between the shoulder blades – it can force the object out.
2. For babies, give up to five chest thrusts. For children over 1 year of age, give up to five abdominal thrusts squeezing above the belly button from behind – it forces air out of the lungs to clear the object.
3. If 1 & 2 don’t work call 999 and keep trying until help arrives.

Food

- Choking on food isn’t just about young children not chewing properly. It takes time to learn to breathe, chew and swallow in harmony.
- Until then, they need you to cut up or avoid anything that could block their airway. And to teach them to sit still to eat.

Size and shape matter

- Cut lengthways and quarters – grapes, blueberries, strawberries, cherries and small tomatoes.
- Remove skin, pips or stones from fruits or vegetables.
- Cut thin strips – sausages, cheese, vegetables and large fruit like melon, apple, carrot, cucumber and mango.
- Steam, mash or grate foods to soften them – carrots, chickpeas, butter beans.
- Cut strips and remove bones, skin or fat – meat and fish.
- Toast bread – to stop doughy balls.
- Cut all bread into narrow strips.

Save for later

- Round hard sweets, including mini eggs and lollipops
- Whole grapes and nuts
- Globes of peanut butter
- Popcorn
- Marshmallows
- Jelly cubes



Fire safe families

“He ran upstairs and into a wall of black smoke and could feel intense heat coming through the walls.”

Coroner’s report, death of 5-year old who played with a lighter

Your family are eight times more likely to die in a fire if you don’t have a working smoke alarm. If a fire breaks out at night, you won’t smell the smoke and wake up. The poisonous fumes will send you deeper into sleep.

It makes sense to have a smoke alarm upstairs and downstairs, to save you from smoke that can kill in minutes.

Prevent fires

- Cooking is the main cause of fires in the home – stay in the kitchen if children are cooking
- Keep matches, lighters and lit candles or tea-lights well out of reach of young children and teach children not to play with them
- Take care not to plug lots of chargers and equipment into an extension lead from one electrical socket - the socket will be dangerously overloaded
- Stay close by when you have fat heating and never pour water onto hot fat
- Store things like hair straighteners safely – avoid leaving them switched on or where a child might be able to switch them on
- Avoid charging e-bike or e-scooter batteries when you’re out or overnight. Follow the instructions and don’t over charge
- Double check your cigarette is out and be careful smoking if you’re really tired (or in bed) in case you fall asleep with it in your hand.



Plan your escape

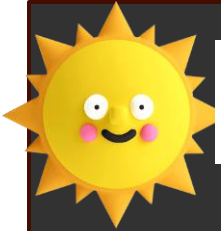
- Work out your escape route in case of a fire and practice it with your family
- Keep the stairs and escape route clear of clutter at night
- Keep keys to any doors on your escape route in one place so you know where they are in an emergency.

Teach children what to do if they see a fire

- Tell someone straight away – a grown-up if possible
- Don’t try to put the fire out yourself
- Get outside as quickly as possible. Don’t try to hide from the fire
- Never go back inside for anything.

Check your smoke alarms

- You need a working smoke alarm upstairs and downstairs
- Test your alarms every month
- If you live in rented housing your landlord is responsible for providing alarms.



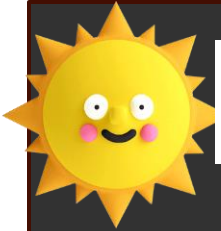
Approaching Events



Harper Bell
Seventh-day Adventist
Primary School

YEAR 1 & YEAR 2
SUNFLOWER GROWING
COMPETITION!

Who will have the tallest sunflower by the end of the school year???




Approaching Events



Harper Bell
Seventh-day Adventist
Primary School



FASHION SHOW
LANGUAGE CAFE'S
GLOBAL DANCE

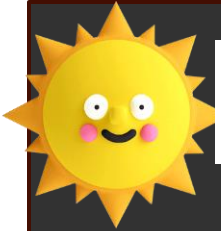


**HARPER BELL'S
INTERNATIONAL
WEEK**

A Celebration of Heritage
Mon 18th May - Fri 22nd May

MUSIC
AROUND THE
WORLD
TRADITIONAL
TALES
INTERNATIONAL
ART





Approaching Events



Harper Bell
Seventh-day Adventist
Primary School

Fashion **SHOW**

INTERNATIONAL DAY AT HARPER BELL

Come dressed in your BEST cultural attire -
children AND parents - or in the colours of your
country's flag

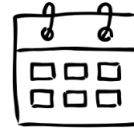
Parent's welcome!



Friday 22nd May: 9 - 10am
in the school hall



Dates for your diary



Harper Bell
Seventh-day Adventist
Primary School

18/5/2026: Phonic assessments week

18/5/26: Phonics screening parent workshop for Year 1 parents. 3.30pm

19/5/2026: Y5 Maths Parent Workshop (9am)

20/5/26: Fire services to visit Reception and year one (rescheduled from last week)

22/5/2026: International Day ***9-10am: children and parent fashion show. Come dressed in your best cultural attire (children AND parents) - or in the colours of your country's flag

25/5/2026 to 29/ 5/ 2026: Half-term break

1/6/2026: Staff Inset Day (school closed to pupils)

30/6/26: Deadline to pay for Reception and year 1 trip to Ash End Farm

7/7/26: Reception and Year 1 Ash End farm trip.

Whole school reading Café workshops coming soon for parents and children – more details to be provided soon

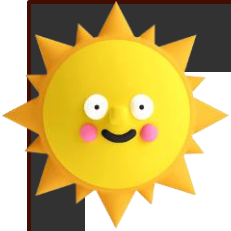
FASHION SHOW
LANGUAGE CAFE'S
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**HARPER BELL'S
INTERNATIONAL
WEEK**

A Celebration of Heritage
Mon 18th May - Fri 22nd May

MUSIC
AROUND THE
WORLD
TRADITIONAL
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INTERNATIONAL
ART





Attendance Page



Harper Bell
Seventh-day Adventist
Primary School

LOVE, LEARNING AND LAUGHTER ATTEND!

Good attendance means...

...being in school for at least 97% of the time – between 185 to 190 days!

REMEMBER
You've got to be in, to win!

| | | | | | | |
|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 365 days in a calendar year | 0 days absent | 5 days absent | 10 days absent | 15 days absent | 20 days absent | 25 days absent |
| | In school for 180 days each year. | In school for 185 days each year. | In school for 175 days each year. | In school for 170 days each year. | In school for 170 days each year. | In school for 185 days each year. |
| | 100% Attendance! | 97% Attendance! | 94% Attendance! | 89% Attendance! | 88% Attendance! | 86% Attendance! |

Good attendance = best chance of success!
"Well done!"

Poor attendance = less chance of success!
"I'm worried!"

Persistently poor attendance = damages education
"I'm seriously concerned!"



Last week: 94.6%

This week: 96.6%